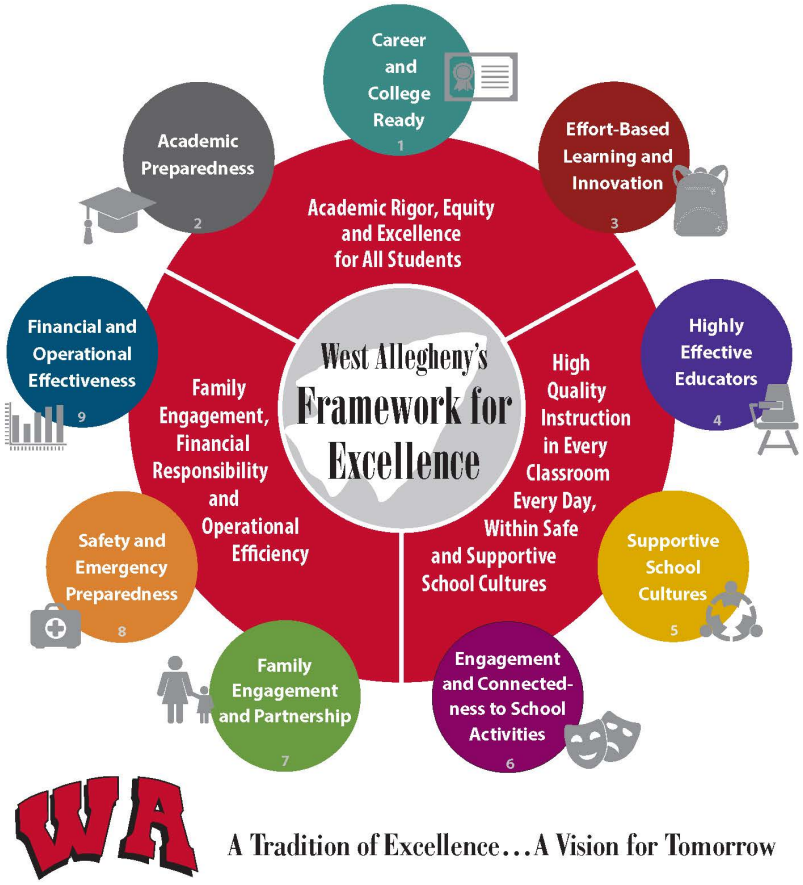
WEST ALLEGHENY
Medical Remote Learning Plan



A Tradition of Excellence…A Vision for Tomorrow

West Allegheny School District
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West Allegheny School District

A Tradition of Excellence... A Vision for Tomorrow

West Allegheny School District remains committed to providing equitable and inclusive learning opportunities for all students with safe and flexible learning options.

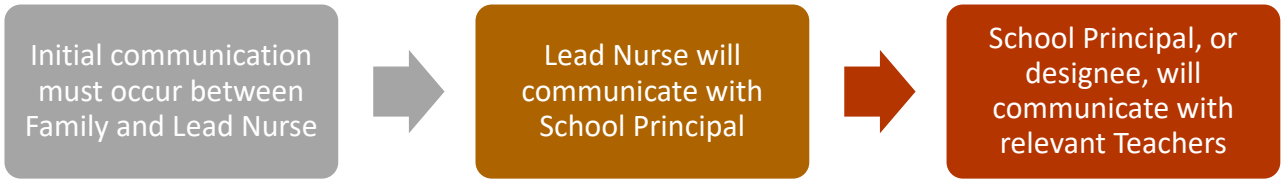
West Allegheny Learning Expectations for Medical Remote Learning

The West Allegheny School District will continue to approve remote learning for students demonstrating medical necessity as determined by the District's Lead nurses. **Students qualify for medical necessity based on extended illness, certain medical conditions and/or surgeries resulting in six or more days of absences from school.** The medical remote learning plan provides continuity of learning during extended periods of student absences through online access to teacher instruction and assignments via Canvas.

This document provides clarity on how continuity of student learning will be provided during times a student is approved for medical remote learning.

Implementation of the Medical Remote Learning Plan

When a student is approved for medical remote learning, a partnership between home and school with clear communication is critical to support the continuity of student learning. Students will be determined to qualify for medical remote learning by one of our two district Lead Nurses, Barb Lecker (blecker@westasd.org) or Mary Beth Hill (mhill@westasd.org), and in consultation when appropriate with the Superintendent or designee. After family notification, a Lead Nurse will contact the school principal to communicate the timeline for which the medical remote learning plan is necessary. The principal, or their designee, will then communicate in writing the necessary information to the relevant teachers. This process is in place to minimize the amount of communication needed for families, to guarantee proper coding for student attendance, and to ensure student privacy in the process.



Students may be approved for medical remote learning based on illness, medical condition, surgery status, and/or if other medically extenuating circumstances are substantiated by a physician and approved through the Superintendent in consultation with the District's health care specialists. In most cases, the medical remote learning plan will be implemented for no more than four (4) weeks. However, it may be extended as needed if medically necessary and approval is granted by the Superintendent.

Instructional Delivery

Instruction will be provided to qualifying students via both synchronous and asynchronous delivery based on grade level/content area.

- **Synchronous learning** refers to a learning event in which students are engaging in learning at the same time with live direct instruction via Microsoft Teams with their teacher(s).

- **Asynchronous learning** is the idea that students will access the same material independently at different times and locations. It is the opposite of synchronous learning and will not include live direct instruction from the teacher. All student assignments will be distributed through Canvas.

The following chart illustrates at each grade level the content areas that will offer synchronous and asynchronous instruction:

	Synchronously (Which may include asynchronous components)	**Asynchronously**
K-2	ELA, Mathematics	Art, Music, Library, Physical Education, and Computers, Innovation, and Design
3-5	ELA, Mathematics, Science	Art, Music, Library, Physical Education, and Computers, Innovation, and Design
6-8	ELA, Mathematics, Science, Social Studies, World Language	All Other Courses
9-12	English, Mathematics, Science, Social Studies, World Language, Advanced Placement Courses, ECIHSA Courses	All Other Courses

Please note, for courses identified as occurring synchronously, a daily component of the course will occur live via Microsoft Teams. **The teacher has discretion to utilize professional judgement in identifying which aspects of a lesson/content are appropriate to deliver synchronously.** Students should be provided an opportunity to engage with the teacher synchronously for questions, clarification, and/or to check in.

Student Severity of Illness

If a student is experiencing symptoms, the severity of the student's symptoms should be used to dictate his/her engagement with class work, with the goal of minimizing disruption to student learning.

- If a student is asymptomatic, he/she should participate in synchronous instruction via Microsoft Teams and asynchronous assignments via Canvas as outlined in this Plan.
- In the event a student is sick, if the student is experiencing mild symptoms, we strongly encourage participation in live synchronous instruction via Microsoft Teams and asynchronous assignments via Canvas.
- In the event a student is experiencing significant symptoms and is unable to participate in live, synchronous instruction, please notify the teacher and the student's assignments will be posted in Canvas by the end of the school day. Moving forward, assignments will be posted by the start of first period on each day thereafter. Students will be given a window of time to make up missed assignments once they are feeling better. This window of time will extend six school days beyond a

student's return to school to ensure appropriate access to teachers for any necessary support. If additional time is needed, arrangements must be made with the teacher.

Student Expectations

Our goal is for students to have access to quality instruction to continue their learning whether they are in school or required to be home. Students who are required to be home and are not experiencing severe illness/symptoms must meet the following expectations:

1. Students are expected to log on to Canvas each day at the regular school start time to check for communications from their teachers and complete daily assignments for each class on their schedule. It is important for students to check in Canvas to see if the school is implementing an alternate schedule for the day (i.e. Advisory schedule or two-hour delay schedule).
2. Students are expected to log on to Microsoft Teams on time and follow their in-person class schedule to participate in courses where instruction is being provided synchronously. A chart providing the courses that require live synchronous instruction is documented earlier in this plan (pg. 2). Students who do not log on and participate in class will not receive participation points or credit for assignments for that day, unless it is reported by the student and/or the parent/guardian to the teacher that the student is too sick to participate in school.
3. Students must display appropriate virtual classroom etiquette by:
    a. Logging in on time at the start of the period,
    b. Keeping the camera on with their face and accurate first and last name displayed to interact with the teacher ensuring attendance and engagement,
    c. Keeping their microphone muted unless directed to unmute by the teacher, to minimize background distractions,
    d. Ensuring they are dressed in school appropriate attire,
    e. Seated in a distraction free environment and not lying in bed,
    f. Remaining on the virtual call until excused by the teacher.
4. Students are expected to put forth effort in assignment completion and submit assignments according to teacher expectations the same as if they were in-person in class.
5. Students are expected to ask for assistance from teachers as needed via Microsoft Teams or by email.
6. Students are expected to maintain the student code of conduct and academic integrity policies as outlined in the student handbooks.
7. If a synchronous course is unable to occur on a specific day, the teacher will notify students via Canvas and asynchronous assignments will be given that students must complete.

Please note: The opportunity to participate in instruction remotely is provided to ensure continuity of learning. Teachers will work hard to support students in-person and online and are not expected to manage student disruptions online. If a student fails to meet the expectations outlined above, the teacher will provide one opportunity for redirection unless additional redirections are required based on a student's IEP or 504 Plan. If a student disruption persists, the teacher will remove the student from the virtual classroom and report the disruption to administration. Students removed from the virtual classroom for not adhering to expectations will not receive participation and/or assignment credit for that period.

Also, the Medical Remote Learning Plan provides students with the opportunity to access instruction via Microsoft Teams as if they were in person, as such, active student participation and engagement is key. Teachers will not provide additional individualized support outside of classroom time that would extend beyond what they are providing to in-person students.

Family Expectations

Our goal is to partner with families to ensure the continuity of learning for children during their time away from the classroom. Families are asked to support students approved for medical remote learning in the following ways:

Supporting your child

1. Communicate with the Lead Nurses to have your child's medical remote learning plan approved and started. Medically approved students are expected to participate in live synchronous instruction via Microsoft Teams and complete asynchronous assignments via Canvas. In the event your child is sick, and is experiencing mild illness/symptoms, we encourage participation in live synchronous instruction and the completion of asynchronous assignments. In the event your child is experiencing severe illness/symptoms and is unable to participate in live synchronous instruction, please notify the teacher and your child's assignments will be posted in Canvas by the end of the school day.
2. Provide a quiet learning space that supports student learning and minimizes distractions.
3. Have school supplies available at home and a set of headphones available for synchronous lessons.
4. Play a supportive role and help facilitate organization and focus without providing students answers.
5. Review the student expectations with your child and ensure they are being met daily.

Supporting the teacher

6. Family communication with teachers should be through email or by phone and **never** via Microsoft Teams during instructional time. Please note that teachers are facilitating instruction in person and online and must focus on their students and prioritizing instruction. This is not a time in which they can interact with families. Teachers are asked to respond to family emails and calls within a reasonable timeframe.
7. In a regular classroom setting, students spend some time working independently on their assigned work; therefore, the expectation is the same for online learning. Students are encouraged to ask questions and seek teacher assistance during class when needed as they would during in-person instruction. Teachers are not expected to meet with students outside of class time or provide individualized support that would extend beyond what they are extending to in-person students.
8. Please encourage your child to submit their best work, and the teacher will provide feedback as needed. It is important that the teacher gets a clear picture of what the child can produce.
9. To ensure the privacy of our students, videos, classroom materials and Canvas content are not to be recorded, captured, or shared to maintain confidentiality.

Supporting the school

10. Contact the Lead Nurses, Barb Lecker (blecker@westasd.org) or Mary Beth Hill (mhill@westasd.org), with health updates.
11. Communicate any technology needs to Questeq at support@questeq.com to receive assistance.
12. Please make arrangements with the school to pick up and return any academic materials your child may need while required to be at home.

Teacher Expectations

Our goal is to provide high-quality instruction to support student learning whether a student is in school or approved for medical remote learning. Teachers are required to meet the following expectations:

1. Teachers are expected to implement the Medical Remote Learning Plan for any student who is approved due to extenuating medical issues. Teachers will be notified of who these students are by their principal, or designee, in writing as soon as possible. The notification from the principal, or principal designee, will include a start date and an anticipated end date. The definite end date will be dependent on student clearance to return to school.
2. Teachers of core content areas and academic electives are expected to utilize Microsoft Teams to engage students for some portion of synchronous instruction daily. While teachers may elect to provide the direct instruction portion of a lesson live via Microsoft Teams, all students should be provided an opportunity to engage with the teacher synchronously for questions, clarification, and/or to check in. While videos found online may be used to supplement teacher direct instruction, they cannot be used to replace the synchronous engagement provided by the teacher. A chart provided earlier in this plan (pg. 2) illustrates the courses that must contain a synchronous component versus those that are fully asynchronous at each grade span.
3. For courses requiring a synchronous component, the Microsoft Teams session or pre-recorded video instruction should provide instruction that connects to the assignments supporting students' successful completion and advancing their learning.
4. **Teachers are expected to use their professional judgement in determining which aspects of a lesson are best for students to participate in synchronously**. For classes being delivered via Teams, students should remain on the Teams Meeting for both the instructional delivery and work time, disconnecting only when they are dismissed from class by the teacher.
5. During independent student work within the live classroom, teachers should continue to support students online and check in appropriately to ensure assignment completion and determine if feedback and assistance is needed.
6. All teachers, those delivering instruction synchronously and those delivering asynchronously, are expected to utilize Canvas to post assignments for students.
7. For classes that require synchronous instruction, students may be given assignments during instructional periods, and they must be noted in Canvas.
8. For classes that require asynchronous instruction, all assignments must be posted on Canvas by the start of first period each day.
9. Teachers may post assignments that span multiple days, however, time expectations must be clearly communicated to students to explain when assignments should span multiple days.
10. Teachers must follow 504 Plan and IEP accommodations to the greatest extent possible when creating individual student assignments. All accommodations, modifications, and specially designed instruction must be applied in supporting students online.

11. Teachers are asked to respond to student and parent emails within a reasonable timeframe. Teachers are not expected to respond to students and parents during non-work hours.
12. Teachers are expected to hold students to expectations outlined in the Student Expectations section of the Medical Remote Learning Plan. Teachers are asked to provide one redirection to students failing to adhere to the outlined expectations. If students persist in failing to meet the expectations within a class period, teachers may remove the student from the virtual classroom and notify the school principal.
13. If a student or their parent sends notification that the student is too ill to participate in class, the teacher is expected to make assignments available in Canvas by the end of the school day.
14. Teachers are asked to use their professional judgement in deducting participation and/or assignment points for students who may fail to participate in synchronous sessions without notification of illness and/or for not meeting virtual classroom expectations.
15. Teachers are expected to post asynchronous assignments and notify students in advance if a course will not occur synchronously as scheduled on a specific day.

Please note: The Medical Remote Learning Plan provides students with the opportunity to access instruction via Microsoft Teams as if they were in-person, as such, teachers are not expected to provide additional individualized support outside of classroom time, by email, and/or meeting with students during other portions of the day, that would extend beyond what they are providing to in-person students.

Principal Expectations

Our goal is to ensure continuity of learning for students and to protect and support the teaching and learning process for all students. In support of students qualifying to access the medical remote learning plan and in support of teachers, principals are required to meet the following expectations:

1. Inform teachers via email when a student is confirmed to be officially approved to qualify for medical remote learning. Be sure to notify the teachers in writing of the start date and anticipated end date in your communication. The principal may work with a designee to send the email.
2. Inform families of the start date for their child to begin learning through the Medical Remote Learning Plan and provide an email copy of the Medical Remote Learning Plan and expectations of participation and additional details as needed.
3. Contact families of students on the Medical Remote Learning Plan via email or by phone to check in on student progress and/or provide corrective feedback for students where applicable throughout the implementation of the Plan.
4. Support teachers who have students on medical remote learning by checking in with them, assessing their needs, and/or helping to problem solve where any difficulties may arise with the implementation of the plan.
5. Principals are expected to make personal contact with the family of any student who must be removed from a virtual classroom to reinforce expectations and consequences as well as the extension of additional support when deemed appropriate.
6. Regularly examine student data to ensure proper coding of all students who have medically approved absences.
7. Do not approve students for the Medical Remote Learning without consultation with and approval by the Lead Nurses and/or Dr. Lippert.